LEGAL AID EDUCATION IN KARNATAKA: A CRITICAL ANALYSIS

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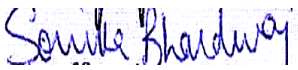
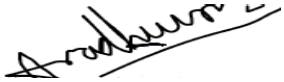
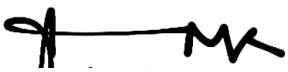
Approved by: Name of the Supervisor: Dr. Sonika Bhardwaj Signature:  Name of the RAC Member: Dr. Aradhana Satish Nair Signature:  Name of the RAC Member: Dr. Mallaiah Signature: 	

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ABSTRACT

The ideals of social justice have moulded legal education in India. The Indian Constitution and various legislative provisions that are incorporated are a testimony to such changes. The Bar Council of India, the highest body that regulates legal education in India, has embodied various changes to the structures and patterns of legal education. With the vast enormous unmet needs of the community and the need to train students with the required skill set in a real situation, various policy documents, Commission reports and judgments of the Supreme Court of India have documented the need for involving the students of law and called upon the law schools to play a dynamic role in fulfilling this dual objective. Hence with the intention of fulfilling these twin objectives, the institutions were called upon to establish legal aid clinics. The clinics have a macro and a micro purpose, the macro purpose being meeting the needs of the society and the micro purpose being, training the students.

Concurrently, with the increasing dynamics of legal education in the global market on one hand and the number of students opting to choose this noble profession has increased manifold. But conversely, there is a decrease in the interest that is generated through legal aid as an important element of social change and skill development. Hence the present study, has unravelled the diverse functions and priorities of four different types on institutions imparting legal education in the state of Karnataka. For this a State Public University- Constituent and Affiliated College, National Law University and a Private (Deemed to be) University are taken as the case in point.

There have been limited empirical studies that have been conducted to understand 'How' Legal aid has had an impact on teaching, learning and research and 'Why' it has not had the desired impact. These understandings have a crucial bearing to advance evidence based recommendations to make legal aid meaningful. Literature is replete with information highlighting the importance of legal aid and the functioning of the legal aid clinics. But the present study, has incorporated the contemporary changes and priorities of legal aid as an educational tool within the University set-up along with the internal and external constraints for its effective implementation.

The research encompasses, firstly, deconstructing the key dimensions along with its elements and sub-elements through an Ontology, which is a qualitative method. The framework derived from the ontology is then used to map, the aspirations that the policy documents envisions in terms of legal aid. An empirical analysis through in-depth interviews have been subsequently conducted involving the necessary stakeholders in four types of institutions imparting legal

education to arrive at evidence based recommendations. The chapters' have unravelled the how legal aid education has evolved since independence aligned to the major changes in legal education, in what ways legal aid education has been able to work towards securing the constitutional mandate of social justice, why is legal aid education important to students and teachers in institutions offering legal education and finally, what are the factors that affect or influence effective legal aid education.

Key Words: legal aid, social justice, skills, law schools, institutions, university, legal education

TABLE OF CONTENTS

Introduction: *The Context*..... 1

Research Problem..... 1

Objectives 2

Research Questions..... 2

Main Findings 2

Conclusion 11

Recommendations.....12

BIBLIOGRAPHY.....14

APPENDIX-A 25

APPENDIX-B.....26

APPENDIX-C.....27

APPENDIX-D 28

APPENDIX- E.....29

APPENDIX-F.....30

LIST OF TABLES

Table 1: The landscape of Legal Education Reports and Rules……..3

Table 2: Cluster Analysis of the key documents…….5

LIST OF FIGURES

Figure 1:Framework for mapping the key legal documents from 1947……4

Figure 2: Framework for legal aid education in Universities…….....6

Figure 3: Institution 1 practices and attributes of legal aid ……7

Figure 4: Institution 2 practices and attributes of legal aid ……8

Figure 5: Institution 3 practices and attributes of legal aid ……9

Figure 6: Institution 4 practices and attributes of legal aid ……11

Introduction: *The Context*

Article 39A of the Constitution, sets down a major responsibility on the State to ensure that our legal system promotes justice to all based on the rule of 'equal opportunity'. In specific the article in particular discussed about providing free legal aid to all citizens of the country, irrespective of their economic disability or any disability that hinders them to seek access to justice through enactment of suitable legislations or schemes. This has undoubtedly aligned to legal education in the form of providing legal aid through law school legal aid clinics. The Bar Council of India, through its Rules, have made it compulsory to establish legal aid clinics in every institution imparting legal education in India.

At a time, when India is witnessing major transformations, the law school is called upon to perform an active role in the development of the society and the nation at large. The role of the students and the development of their skills and social responsibility has rather received fewer opportunities of recognition in the entire gamut of legal education. It is in this context, that the role of legal aid clinics that are established in the institutions that originate in fulfilling the larger mandate of the Constitution. Through the efforts of Bar Council of India and the members of the academia who were highly influenced by the Western philosophy envisioned an active role of the law students in achieving this exalted purpose of social justice.

The philosophical chords of legal aid to fulfil this function is replete and evidenced through literature –both Indian and Western, Commission Reports, Rules and Regulations of the BCI. It is in this background, that there is a clarion call for the law schools legal aid clinics to work with a twofold agenda. The agenda being, fulfilment of the social justice goals and training the students with the necessary skills that are practical oriented. With a vast majority of the Indian population that is secluded from legal institutions and denied access to these institutions, there is an incumbent need for multiple organizations to work in tandem, Especially, the law schools. The legal aid clinics provides the right manifesto in this regard.

Research Problem

With these notions, there have been vast studies that are conducted to report how effectively the legal aid clinics are functioning. But there is a dearth of evidence based research of the institutions legal aid clinics and its impact on teaching, research and extension activities. The interplay between these aspects are seldom documented. The internal tensions of the law

schools legal aid clinics and the impact of the external restraints are laid out in the present research. In the background, of the above, the present research maps the state of aspiration, the state of reality and presents the gaps that exist between the two to provide evidenced based recommendations. In order to assess these external and internal tensions, Case study of four different and unique types of institutions are taken as the case-in –point. The Research is thoroughly backed by review of Indian and Western literature and an Ontological framework has been prepared for not only identifying the research gaps. The framework that is a derivative of the intensive study of the Law Commission Reports, Supreme Court Committee Reports and BCI Rules, presents a unique framework for all institutions imparting legal education, which is a unique contribution of the study.

Objectives

1. To understand the historical antecedents and evolution of legal aid education since independence.
2. To explore institutional practices of legal aid as mandated by the Bar Council of India.
3. To examine the impact of legal aid education on teaching, learning and research.
4. Analyse the factors that impact effective learning amongst teachers and students in different types of institutions.

Research Questions

1. How has legal aid education evolved since independence aligned to the major changes in legal education
2. In what ways legal aid education extend and contribute towards securing the constitutional mandate of social justice?
3. Why is legal aid education important to students and teachers in institutions offering legal education?
4. What are the factors that affect or influence effective legal aid education?

Main Findings

The main findings of Objective 1 aligned to Research Question 1 can be summarized as follows:

Mapping of the key documents of legal education in order to understand how legal aid has evolved since India's independence. Hence the key documents were identified (Table 1) in order to map the key dimensions, elements and sub-elements of the Clinical legal education and specifically legal aid education.

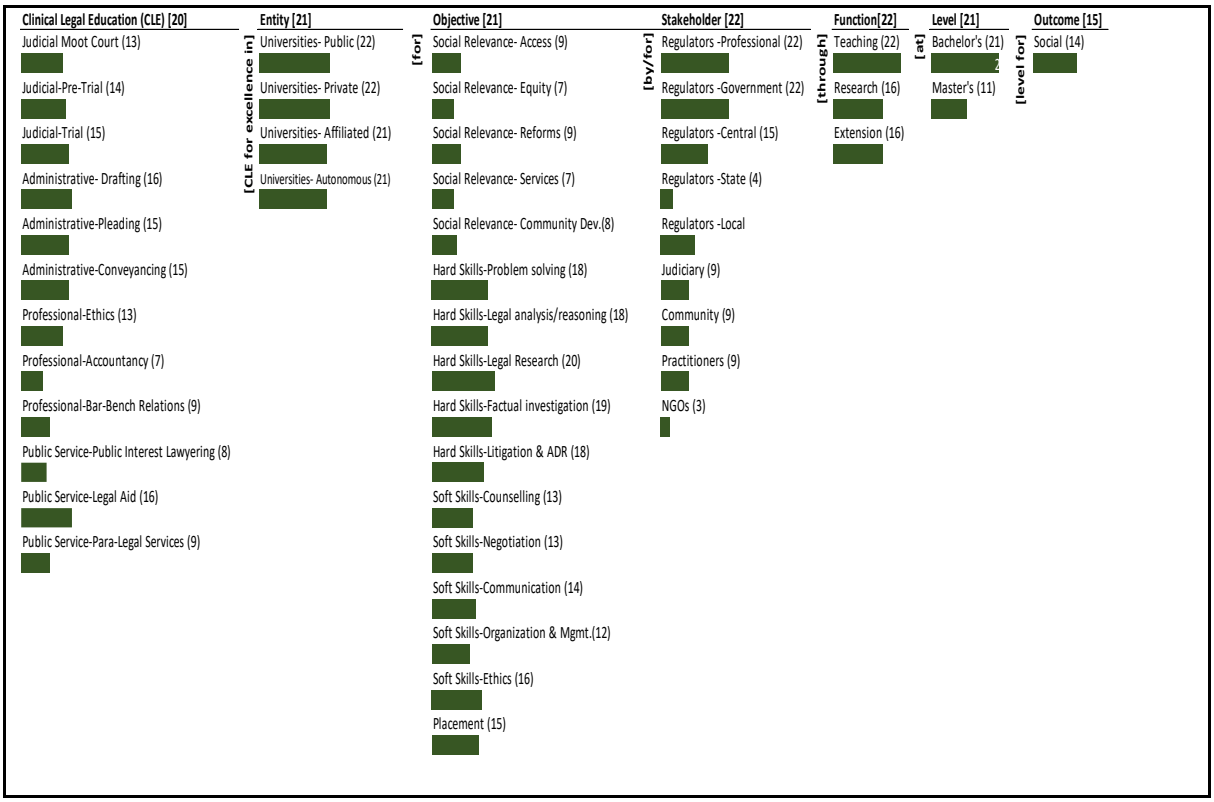
Table 1: The landscape of Legal Education Reports and Rules

From 1947-1982	**From 1982 –Present**
1. Report of the Bombay Education Committee, 1949 2. All India Bar Committee, 1953 3. Rajasthan Legal Education Committee, 1955 4. I Law Commission Report (M.C. Setalvad), 1955-1958 5. Bar Council of India Rules, 1963 6. Gajendragadkar Committee Report, 1964 7. Report on the Expert Committee on Legal Aid: Processual Justice to the People, V.R. Krishna Iyer, 1973 8. Notes towards a socially relevant Legal Education: UGC/ 1975-76 9. Report on the National Juridicare: Equal Justice - Social Care, P.N. Bhagwathi, 1978	1. Bar Council of India Rules, 1982 2. Report of Curriculum Development Centre, (UGC) 1988-90 3. Mac Crate Report Legal Education and Professional development - An Educational Continuum, 1992 4. Ahmadi Commission Report, 1994 5. Bar Council of India Rules, 1998 6. UGC Report 2001, (P. LeelaKrishnan) 7. 16th Law Commission Report, Report 184, 2002 (Jagannada Rao) 8. 16th Law Commission Report, Report 189, 2004 9. Bar Council of India, Rules of Legal Education, 2008 10. Report of the Supreme Court appointed committee on legal education reform, 2009 11. National Knowledge Commission Report, 2009

	12. Bar Council of India, Inspection Manual, 2010 13. Curriculum Development Committee, Bar Council of India (Draft Report 2010) 14. Draft Rules of Legal education, 2019

Upon identification of the key documents of legal education, the key dimensions of legal aid such as Clinical legal education, Entity, Objective, Stakeholder, etc., were identified. Similarly, elements such as Moot Court, Administrative, Public Service, etc., were identified and aligned to that, the sub-elements such as Trial, Pre-Trial, Legal Aid, Drafting, Pleading, Conveyancing and so forth were identified. (Figure 1). These elements are essentially captured in an Ontological Framework, which is a qualitative method of deconstruction of a problem.

Figure 1:Framework for mapping the key legal documents from 1947



The above mapping connotes the importance that has been assigned to legal aid as an important educational tool that needs to be pursued by institutions imparting legal education. The figure 1 depicts the role of legal aid to advance various social justice goals such as access to justice,

equity, reforms, render services and ensure development of the community. A further cluster analysis is done and the various elements and sub-elements are placed into 4 different levels i.e. Level 1: The Primary level, Level 2: Secondary level, Level 3: Tertiary level and Level 4: The Quinary level.

Table 2: Cluster Analysis of the key documents

Level	Themes
Level 1 **Primary**	[moot court] for [excellence] by/for [local government regulators/ NGOs] for [social] development
Level 2 **Secondary**	[pre-trial/trial/ drafting/pleading/conveyancing/ professional-ethics/accountancy /public service-legal aid] for excellence in [social relevance reforms/placement] by [regulator-state government/judiciary/community] through [research/extension] at [bachelor's] level
Level 3 **Tertiary**	[Bar Bench relations/public interest lawyering/ public service-para legal services] for excellence [social relevance- equity/community development/ professional competence soft skills-organization & management/ethics] for practitioners
Level 4 **Quinary**	[Universities- public/private/affiliated/ autonomous] for [social relevance-access/services/ professional competence hard skills-problem solving/legal analysis/legal research/factual investigation/ litigation &ADR/ professional competence soft skills-counselling/negotiation/communication] by [regulators-professional/central government] through [teaching]

The reports emphasis elements of social justice such as para-legal services and public interest lawyering which is aimed at achieving social justice goals such as social equity and community development along with achieving professional ethics and skills that are crucial for practice. To advance these critical goals, Universities- Public/Private/Autonomous/ Affiliated play a key/ important role in achieving these ideals. The Universities does focus on other key components in achieving soft and hard skills and to this end, mostly through teaching and learning which are regulated by professional bodies both at the Central and State level.

Equipped with these aspirations, the subsequent findings highlight the state of reality in four different types of institutions- Public State- Constituent and Affiliated College, National Law University and a Private (Deemed to be) University.

The main findings that are answered through Research Question 2 and 3 which is aligned to answer Objective 2 and 3 are as follows:

There has been anomaly in terms of what the aspirations have been in relation to the ground level realities. In order to understand the legal aid at the four types of institutions, the following framework was evolved to map and understand how much of these dimensions, elements and sub-elements were incorporated by institutions imparting legal education and the impact that it has on teaching, learning and extension activities of the institutions. The below framework encapsulates legal aid activities and its interplay with multiple stakeholders at the institutional level as well as external contributors to legal aid.

Figure 2: Framework for legal aid education in Universities

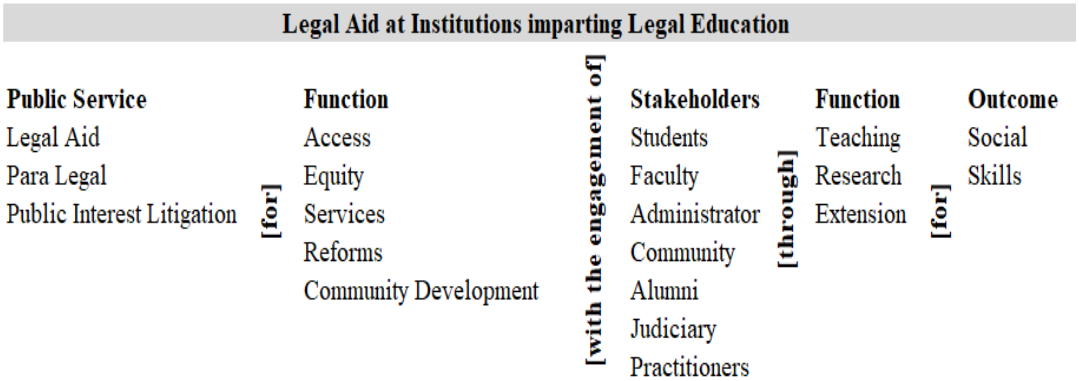
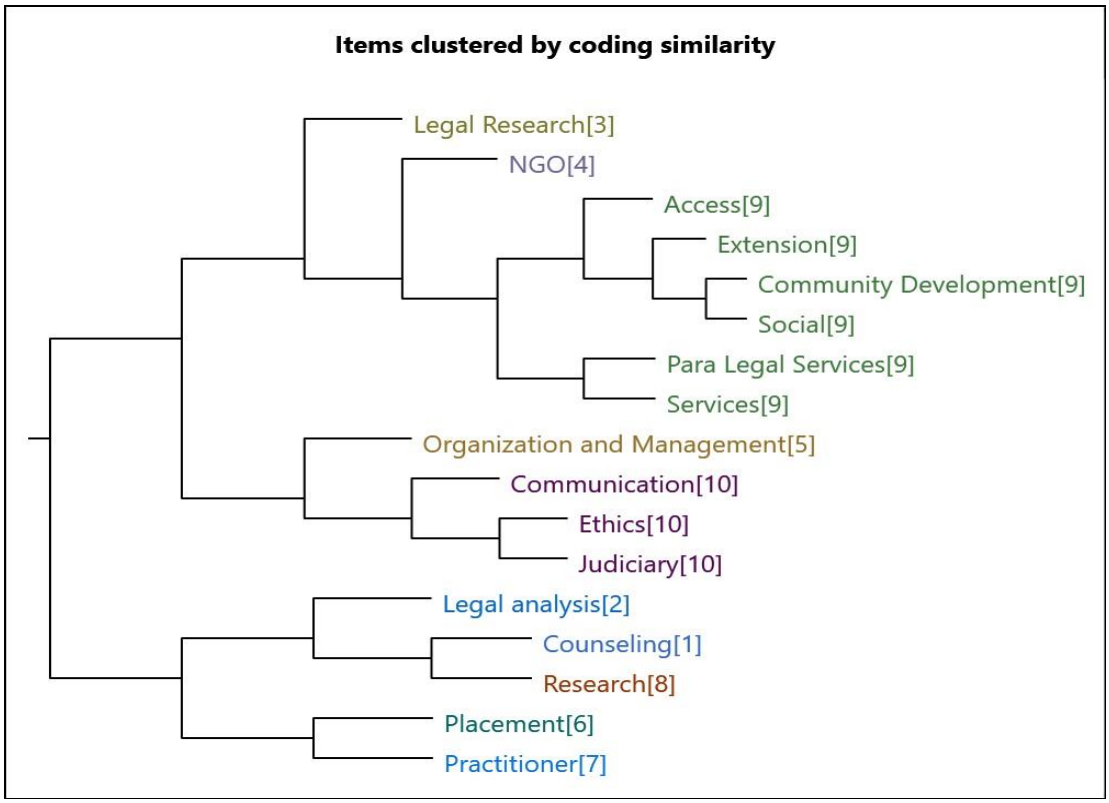
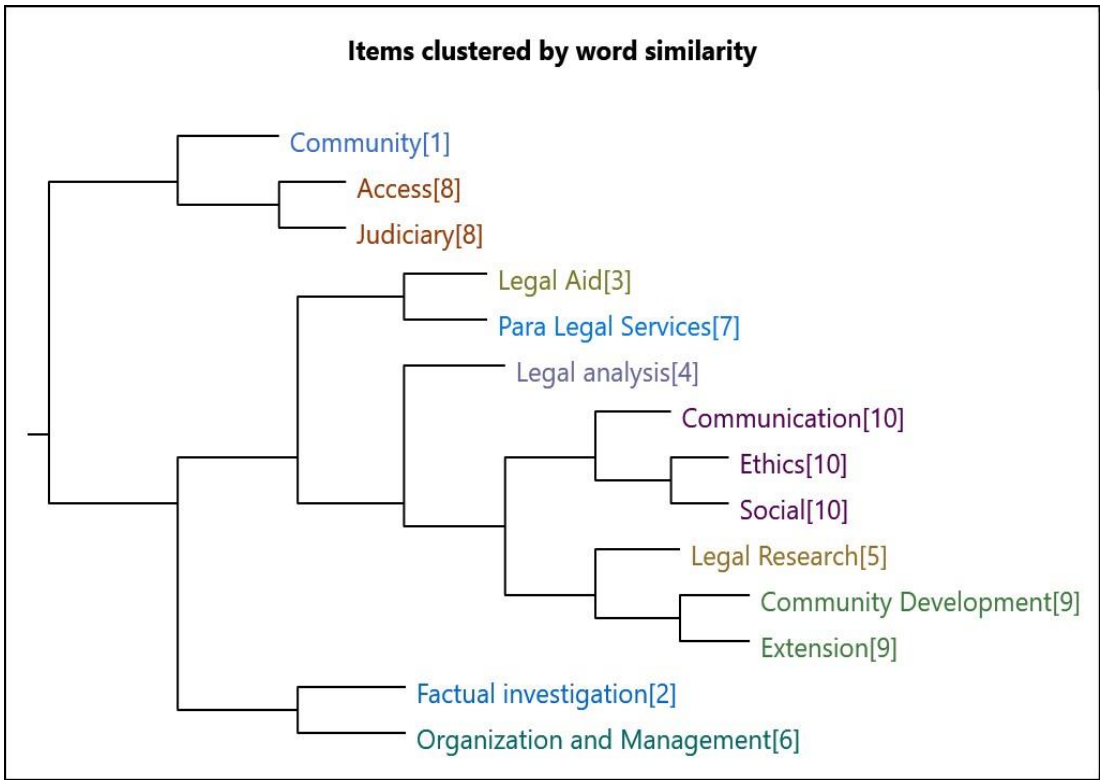


Figure 3: Institution 1 practices and attributes of legal aid



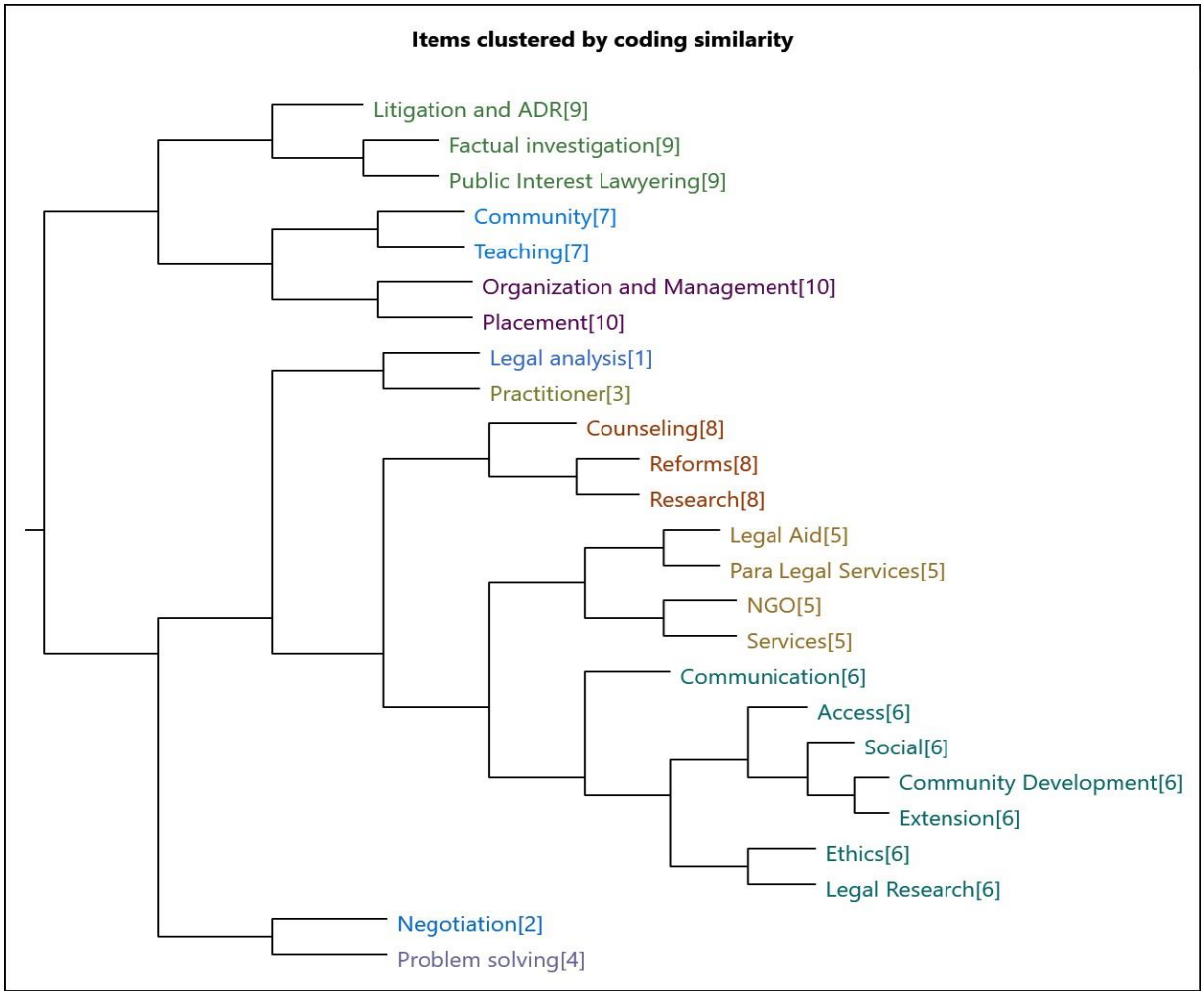
To sum up, Institution 1 focuses on Community development programmes through legal awareness with limited focus on access to justice. Major focus has been laid on Community Services through its NSS activities. On Analysing the above Dendrogram, which is representative of Institution 1, emphasizes on providing Access to justice by following the institutional practice of noting the problems of the Community and submitting it to the relevant authorities. Equal weightage has been given to Awareness of the Community through Community Development activities. Semi-Legal Services are rendered through its Legal aid and NSS related activities. There has not been much of a focus towards these activities as it is mostly carried out as an extension activity with no focus on teaching and negligible focus on research. The institution seeks and involves the judiciary in its activities, whereas the role of the practitioners is very negligible. The institutional actors acknowledge that the involvement in legal aid activities has contributed to improving skills such as communication, building the ethical fibre in them, developing organizational and management skills. But in the overall framework, Institution 1 falls in the category of those types of institutions which are not doing adequately in terms of forging a robust legal aid education.

Figure 4: Institution 2 practices and attributes of legal aid



In Institution 2 the focus has been largely confined to Community development activities through its legal awareness programmes. Elements of ethics and society is emphasised but largely the activities confine to creating Access to justice in the form of acting as a bridge between the community and the panel of lawyers. There is focus on the legal awareness as a means of community development. Emphasis on the role of PLV's are given due weightage while there is negligible focus on soft skills such as communication, ethics, organization and management skills. Development of hard skills are not apparent except for legal analysis and research to an extent which is done before rendering legal awareness. Since the activity is largely an extension activity and the judiciary is involved in all their activities, who extend their support in their limited capacity.

Figure 5: Institution 3 practices and attributes of legal aid



There is diversity of activities that the students engage with albeit restrictions in terms of expansion. While they have a vision to proceed ahead, there are various impediments that hamper the effective functioning of the legal aid clinics. Being a completely student run activity, the students are unable to move ahead due to severe restrictions.

The above Dendrogram is reflective of the legal aid practices and its intersection with other elements of the framework at Institution 3. The figure is elaborate when compared to other institutions as its activities are diversified and scattered. Access to justice through providing free legal aid through its pro bono advocates remains the most important activity of the clinic at Institution 3. But at the same time, it is also involved in reforms related activities which is pre dominantly in the form of rendering drafting of policies, suggesting legislative reforms and involving in filing of Public Interest litigations in the past. Community development in the

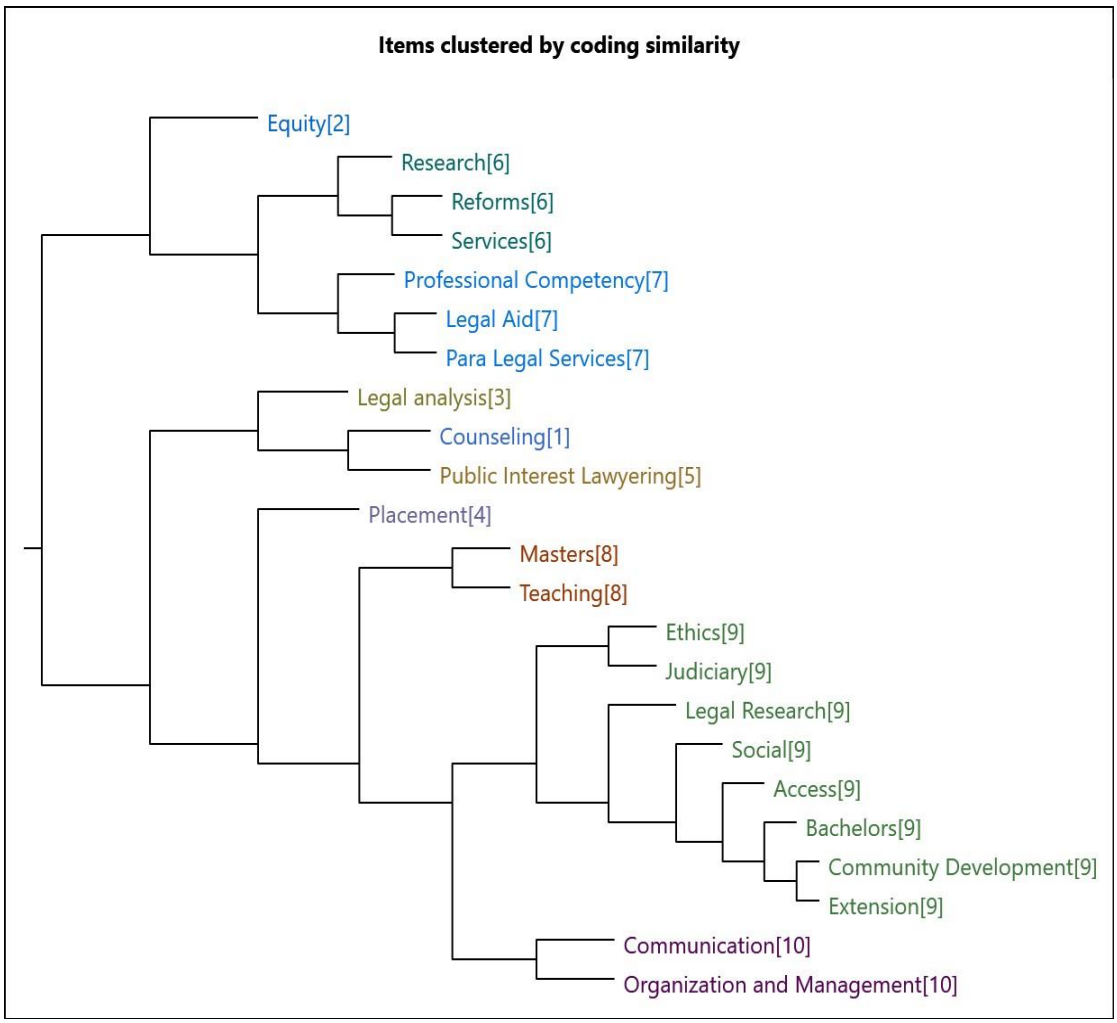
form of legal awareness is limited. Awareness is restricted to help the community to refer cases to the legal aid clinic.

With limited impact on teaching, there is considerable influence on the learning and the Research aspect of the involvement in the legal aid clinics. There is predominant influence in incorporating skills such as factual investigation, Alternative Dispute Resolution (ADR), Organization, Management, legal research, Counselling, problem solving and legal analysis. The larger mandate of social justice still remains the major objective with focus towards placements as well. The role of the practitioners who handle pro bono cases are evident with limited involvement of the judiciary. They do engage with NGO's and do handle a lot of legal research related matters. The activities largely act as a bridge between the clients and the lawyers, but there is much greater involvement of the students in the legal aid activities.

The clinic has a wide reach but is unable to engage continuously as the activity is largely an extension activity. They do have the idea to and the requisite resources, but the major impediment is the lack of the institutions focus towards such activities. The activities are no doubt carried out in a pragmatic manner, yet they are stuck in the past glory of the work that was done and its inability to forge ahead with the various impediments that are imposed on them.

Hence the current study provides the necessary empirical insights equipped with a thorough review of literature to understand where the institutions stand in terms of fulfilling the necessary objectives of legal aid as the Constitutional mandate of achieving social justice. The framework for legal aid is also an important contribution to the study which is also instrumental in answering Research Question 4 aligned to Objective 4. The factors that impact the effective functioning of legal aid is summarized as follows:

Figure 6: Institution 4 practices and attributes of legal aid



The above Dendrogram is reflective of the legal aid practices at Institution 4. Institution 4's practices are grappling with a sense of monotony. The activity requires much more to be done in terms of merely organizing camps year after year. The intention of the activity is indeed a matter that needs to be recognized, but it has very little impact on its students who are engaged in their final year of their undergraduate and post graduate study. Access to justice is in the form of reporting the matters to the authorities. Their activity is largely confined to rendering legal awareness to the community. With no legal aid clinic on campus, the activities are limited with no engagement with the community post the legal aid camps that are conducted.

Conclusion

There is a glaring disparity in terms of the actual ideals with which the legal aid clinics were conceived in relation to its actual work that is being carried out by the institutions. Despite so many years of India's Independence, institutions are struggling to establish the basic norm of

a legal aid clinic across institutions. And where they are established, they are either non-functional or has limited scope and relevance in institutions that impart legal education. Therefore, although the aim of the legal aid clinics in Law Schools have a social justice mission, it is merely on paper and does not reflect the state of reality. Nor at the same, does it play an important role in imbibing the required skill set as well.

From the above analysis, we can sum up that there are certain common ways of conducting legal aid which is followed by most of the institutions as it is convenient which is evident in Institution 1, 2 and 4. Whereas in Institution 3, the ambit of legal aid is much wider, but subject to restrictions. The interconnection between these institutions in terms of teaching, learning and Research is minimal or non-existent. Hence the institutions have not been able to make considerable progress in terms of using legal aid to fulfil its exalted and micro purpose of social impact and skill training

Recommendations

The recommendations have been classified into short term, systematic goals and Long term, systemic goals.

Short Term:

1. Streamlining and Integrating the legal aid activities to the Vision and Mission statement of the Institution

2. Incorporation of Legal aid/ Community engagement as an educational tool in the normative years of legal education

3. A functional legal aid clinic under the charge of a dedicated faculty member/ practicing advocates with empanelled pro bono lawyers from the alumni, Bar and Bench and State Legal Services Authority

4. Robust training to be accorded to the concerned faculty member and involvement of all faculty on rotation basis. Provision to be made by the BCI, NALSA and KSLSA along with institutions

5. Reduction in the number of hours of teaching of the concerned faculty member in charge of legal aid activities

6. Creating a network of legal aid clinics across institutions in the state to share best practices and conduct workshops/conferences by institutions, the Bar and the Legal Services

7. Fixed budgetary allocation to the activities by the institution. The same to be succoured to the institutions by the Legal Services Authority

8. Universities have the flexibility to add PLV's as an elective or a value added course

9. Regular audits to be conducted by the Universities, recognize the faculty members and rank the institutions based on the legal aid activities conducted by them every year

Long Term:

1. Integration of legal aid into the curriculum. Rules to be framed by the BCI integrating legal aid into curricular aspects and according marks /grades for the same

2. Removal of embargo by making amendments to the Advocates Act to facilitate practising of academics and allow minor Consumer matters to be represented before the concerned forums

3. Appointment of Clinicians to the legal aid clinics to handle the cases and at the same time guide the students. Changes to be made by the BCI to make provisions to allow Clinicians to manage legal aid activities

4. Amendments to the NAAC Criterion to make legal aid activities an integral component of the accreditation process- More weightages to be accorded

5. Widening the role and ambit of the definition of Clinical legal education in integrate various aspects of the society that transcends beyond rending access to the courts of law

6. Integration of PIL into the curriculum by the BCI

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APPENDIX-A

CONSENT TO PARTICIPATE AS INFORMANT

Legal Aid Education in Karnataka: A critical analysis

Introduction and Purpose

I'm currently pursuing my doctoral research at the Christ (deemed-to-be) University, Bengaluru under the supervision of Dr. Sonika Bhardwaj, Christ (deemed-to-be) University, Bengaluru. In relation to my doctoral research I would like to request you for an interview. Please find attached formal information (request) letter and permission letter from Christ (deemed-to-be) University and from the head/Vice Chancellor of your institution, respectively. I would like to seek an appointment as per your convenience for an interview. The interview could be for 40-60 minutes (or more than the stipulated time), as deemed necessary and/or convenient.

The interview will be organized around the proposed objectives for my doctoral research (please find attached summary of the proposed research). Some of the key themes that would be discussed during the interview are: Clinical legal education, legal aid, teaching, research and extension activities of the university/ college, local vs. global pressures in implementing the vision/ mission of the institution along with perspectives across BCI, UGC, NALSA, SLSA and so on.

With your permission, I will audiotape and take notes during the interview. The recorded would be useful to quote some of the important statements from you in verbatim. The quotations as well as the name of the institution will be anonymous for confidentiality and will be used for my research purpose only. You can ask me to stop/pause the recording at any time during the interview. If need be, I could share the transcribed file for your reference/consent, before I use the same for my research. However, the decision to use or not use the shared transcription would be with the researcher. Alternatively, if you choose not to be recorded, I would like to take notes during the interview.

If you have any further questions you could contact me (rajashree.k@res.christuniversity.in) and/or Dr. Sonika Bhardwaj (sonika.bhardwaj@christuniversity.in) for further clarifications.

Look forward to seek you support and cooperation. Kindly indicate a convenient time, date and location for an interview.

XXXXXXX	XXX	XXXXX
Name of Participant (Optional)	Date	Signature
XXXXXXX	XXX	XXXXX
Name of Researcher	Date	Signature

APPENDIX-B

INTERVIEW CODES

I1	-	Institution 1 (State Law University Constituent College)
I2	-	Institution 1 (State Law University Affiliated College)
I3	-	Institution 3 (National Law University)
I4	-	Institution 4 (Private Deemed to be University)
I1RSST	-	Institution 1 Students
I2RSST	-	Institution 2 Students
I3RSST	-	Institution 3 Students
I4RSST	-	Institution 4 Students
I1RSFM	-	Institution 1 Faculty Members
I2RSFM	-	Institution 2 Faculty Members
I3RSFM	-	Institution 3 Faculty Members
I4RSFM	-	Institution 4 Faculty Members
I1RSAD	-	Institution 1 persons holding Administrative positions
I2RSAD	-	Institution 2 persons holding Administrative positions
I3RSAD	-	Institution 3 persons holding Administrative positions
I4RSAD	-	Institution 4 persons holding Administrative positions
I1RSAL	-	Institution 1 Alumni
I2RSAL	-	Institution 2 Alumni
I3RSAL	-	Institution 3 Alumni
I4RSAL	-	Institution 4 Alumni
RSEXPERT	-	Experts from the Academia

APPENDIX-C

Glossary of the Framework for Legal Aid Education

Clinical legal Education: Practical training that is accorded to the students of law pursuant to Part-IV of the Bar Council of India Rules, 2008. Under which various parctical training in the form of Moot Court training; Drafting, Pleading and Conveyancing; Professional Ethics, Accountancy and Ethics and Legal aid is imparted to students.

Entity: Institutions of Higher Education comprising of Public University, Private University, Affiliated College and Autonomous College.

Objective: The objectives of Clinical Legal is to achieve social justice and professional competencies. Social Justice is inclusive of creating access to justice, equity, reforms, render services and ensure community development. Professional Competencies are futher divided into learning hard skills such as problem solving, analysis, research, factual investigation, Litigation and ADR. Soft skills such as Counselling, Negotiation, Communication, Organization & Management, ethics and placements.

Stakeholder: Regulatory stakeholders such as BCI, UGC, NAAC both at the Central and State level. Judicial bodies that are involved in legal aid such as NALSA, SLSA, which is also inclusive of the members of the Bar comprising of practitioners, Community at large and NGO's.

Function: Function is to achieve excellency in Teaching in terms of curriculum integration and enhancement; teaching pegagogies that are skill oriented and assesment mechanisms to ensure that the course objectives are achieved. Research excellency in the form of publications, research projects, Consultancy and reciving grants. Engaging students in activties such as Outreach, NSS activties and awareness programmes.

Level: Undergraduate law courses comprising of BA.LLB, BBA.,LLB, B.Com LLB and BSc.,LLB. Post Gradute students of Law.

Outcome: The Outcome of the Law Course is to ensure Social development/ advancement of the country.

APPENDIX-D

Glossary of the Framework for Legal Aid Education at Universities

Public Service: Public Service through law school is rendered through legal aid and awareness programmes/camps, Para-Legal training and volunteering through the Legal Services Authorities and filing of Public Interest Litigation by the students and the concerned faculty in charge.

Function: The Law school does the following functions of creating access to justice which is Improving individuals access to courts or guaranteeing legal representation and at the same time obtain a remedy through formal/ informal institutions in compliance with human rights standards, Legal aid, Legal awareness, counsel, adjudication, enforcement, civil society oversight. Address problems in a society through, Legislative reforms, Administrative Reforms Judicial reforms. No person shall suffer cos of his inability to secure a counsel due to social, economic or any other conditions in order to ensure equity. Render Legal, semi-legal and non-legal Services to the community. Undertaking activity/ project that would have an impact on the community at large, also inclusive of awareness programmes for the development of the community.

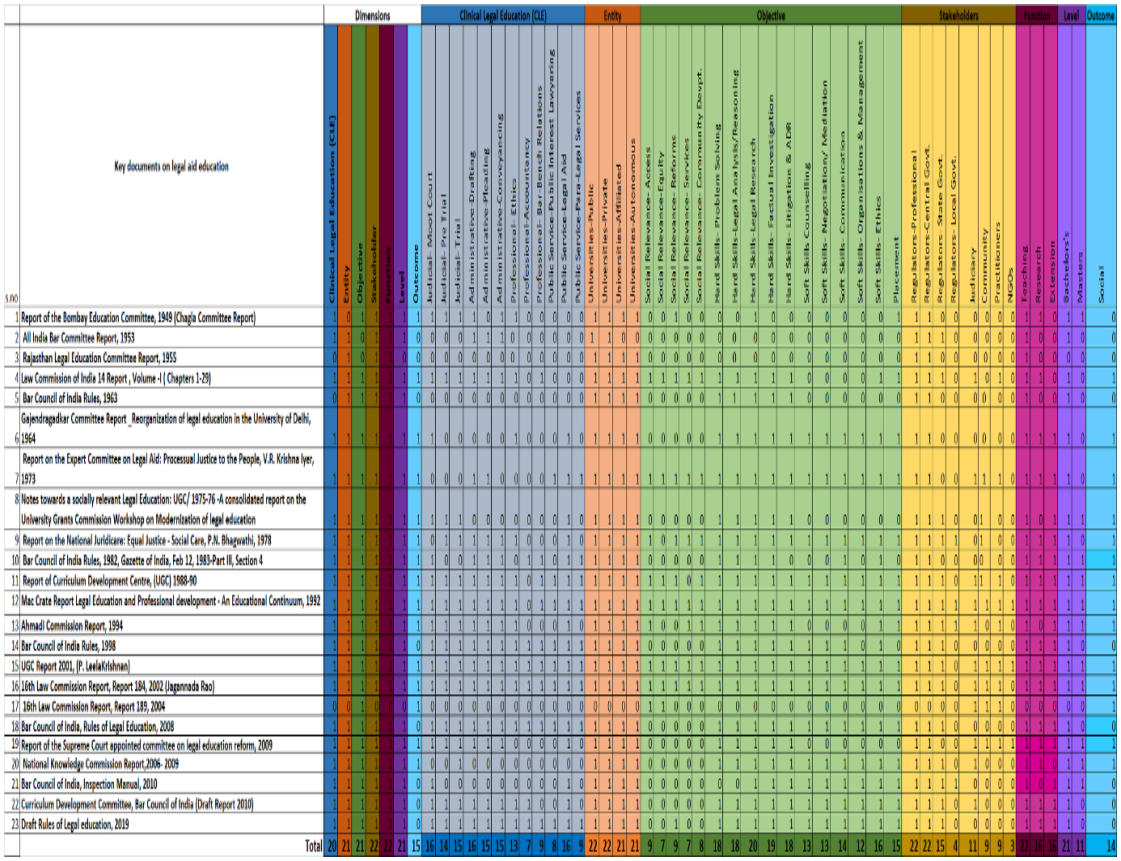
Stakeholder: Involvement of students, faculty members, alumni, administrative members, judiciary, regulatory bodies, the Bar and the Bench.

Function: Teaching includes curriculum integration and enhancement; teaching pegagogies that are skill oriented and assesment mechanisms to ensure that the course objectives are achieved. Research excellency in the form of publications, research projects, Consultancy and reciving grants. Engaging students in activties such as Outreach, NSS activties and awareness programmes.

Outcome: To achieve social justice and professional competencies. Social Justice is inclusive of creating access to justice, equity, reforms, render services and ensure community development. Professional Competencies are futher divided into learning hard skills such as problem solving, analysis, research, factual investigation, Litigation and ADR. Soft skills such as Counselling, Negotiation, Communication, Organization & Management, ethics and placements.

APPENDIX-E

Coding Sheet of the various key important documents on legal education



| | | Dimensions | | | | | | Clinical Legal Education (CLE) | | | | | |

APPENDIX-F

Details of Publications and Conference Presentations

PUBLICATIONS

1. Rajashree, K. *'Dissecting the Dichotomy of Skill and Social Justice Theory of Law School Legal Aid Clinics in the USA and India: A Re-look of the Past and the Present'*, Asian Journal of Legal Education, 8(1), pp. 79–94 (2021). doi: 10.1177/2322005820982064.
2. Rajashree, K., Singai, C. and Shimray, S. A. '*Advancements in Legal Education in India: Challenges and Opportunities for Interdisciplinary Research',* Asian Journal of Legal Education, 8(1), pp. 66–78 (2021). doi: 10.1177/2322005820946699.
3. K. Rajashree and Bhardwaj, S, *'India's Law School Legal Aid: The Gaps between aspiration and reality'*, International Journal of Clinical Legal Education.

CONFERENCE PRESENTATIONS

1. Pathways for using the Law School Legal Aid Clinics for Enhancing Access to Justice to the Marginalized Communities' at the three Day International Virtual seminar held by Shillong Law College, Shillong Meghalaya 1st -3rd July, 2021.
2. Persons with Disability and Legal Aid: Mapping the state of Practice and Aspiration' at the One Day International seminar on Human Rights and Persons with Disabilities at the Indian Law Institute, Delhi on 11th January, 2020.
3. Advancements in Legal Education in India: Challenges and Opportunities for Interdisciplinary Research at the two-day Transdisciplinary International Conference on Advancements in Legal Research: Reflections in Contemporary Pandemic and Transdisciplinary dimensions on 4th & 5th October, 2019 at Amity Law school, Noida.
4. Elections in the 21st Century India: Changing Paradigms of role and relevance of Media' at the International seminar jointly organized by University Institute of Legal Studies, Punjab and Nottingham Trent University, UK on 9th March, 2019.